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ABSTRACT

Increasing expenditures for education and a desire to more directly involve the public in the education of children have led many school districts to seek the assistance of school volunteers. This guidebook discusses the growth of the volunteer movement, suggests procedures for establishing an organized school program, and appraises potential problems that might be encountered. An extensive appendix supplements the general text by offering specific suggestions for setting up, promoting, and recognizing volunteerism in the schools. (Author/LD)

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OSSC BULLETIN

VOLUNTEERS IN THE SCHOOLS: A GIFT OF SERVICE

by
Marcia Slater

Oregon School Study Council
Vol. 23, No. 2
October 1979

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PREFACE

Increasing expenditures for education and a desire to more directly involve the public in the education of children have led many school districts to seek the assistance of school volunteers.

In *Volunteers in the Schools : A Gift of Service* Marcia Slater discusses the emergence and growth of the school volunteer movement. Included are suggested procedures for establishing an organized school volunteer program plus a candid appraisal of both values and potential problems to be encountered. The contribution of volunteer coordinators in Eugene, Portland, and Salem was most helpful in preparing this *Bulletin* and was most appreciated.

Marcia Slater is a doctoral student in educational administration at the University of Oregon and a recipient of a fellowship in the Field Training and Service Bureau.

This *Bulletin* will be of special interest to teachers, administrators and school board members interested in the benefits available through a school volunteer program.

Kenneth A. Erickson

Oregon School Study Council

WHY VOLUNTEERISM?

> A volunteer is many things--an extra pair of hands, an extra measure of personal warmth, a valuable 'special resource' for classroom enrichment, a bridge between the instructional program and the community.
>
> Boise, Idaho, Volunteer Handbook

In meeting some of the educational challenges of the last decade schools have turned to one of the oldest American traditions--volunteerism. Even though the general concept of volunteer service is old, the concept of organized, coordinated volunteerism throughout a school is relatively recent. Volunteers have become an important part of the educational team as school districts struggle with such concerns as:

Soaring costs of education. Expenditures for public and non-public schools at all levels of education from pre-primary through graduate school amounted to approximately $141.2 billion during 1977-78. Preliminary estimates for 1978-79 are $152 billion. Expenditures during 1977-78 were more than twice the $57.2 billion expended in 1967-68 and nearly six times the $24.7 billion spent in 1959-60. (These comparisons, of course, do not allow for the effects of inflationary pressures upon the purchasing power of the dollar.)[1]

Rising salaries for teachers. Although a grossly underpaid professional group in the late 1940's and 1950's, teachers' salaries have been catching up in the past ten years. The estimated average annual salary of classroom teachers in public elementary and secondary schools in 1977-78 was $14,244 compared to $6,485 for 1965-66 and $4,055 in 1955-56.[2]

Increasing pressure to upgrade the duties of certified teachers. As a result of teacher militancy, demands from teachers for more teaching time have resulted in contracts which specify the removal of many non-teaching duties.

Increasing attention to individualized instruction. This has led to efforts to reduce class size and attempts to meet the varying needs of a highly diverse student population.

History of School Volunteerism

The first attempts to place volunteers on the educational team met with resistance. A major obstacle was the resistance of the professional staff to the use of non-professionals in the classroom. "Admonitions about leaving the main job of education to the professional educators understandably stem from the initial suspicion of teachers and principals to volunteers," state Barbara Carter and Gloria Dapper in School Volunteers: What They Do/How They Do It. This thought was echoed by Freddie Herbert, Coordinator of Volunteers in Portland Schools (VIPS), who identified "overcoming resistance to the program by principals and teachers" as the greatest problem faced by the Portland program.

Initial resistance to the idea of the volunteer as a member of the educational team began to erode with the introduction and success of paid para-professionals in the classroom. Also, many of the initiators of volunteer programs had the foresight to spell out, unequivocally, the mandate that teachers teach and volunteers aid.

The school volunteer movement had a modest beginning. New York City, considered to be the "grandfather" of organized school volunteerism, began its program as an experiment in 1956 with twenty volunteers serving in one school.[3] Three districts in Oregon last year (Eugene, Portland, and Salem) had over 9,000 school volunteers.

The growth and scope of the school volunteer movement clearly demonstrates that early reluctance is disappearing. School volunteers in the 1970's represent a corps of more than five million citizens who are giving their time, talents, and energy to educational programs in all fifty states.[4] The expansion of formalized school volunteer programs in the last few years reflects a widespread opinion of educators and the public that the education of children is a responsibility of the entire community.

WHO ARE THE VOLUNTEERS

Volunteers in Education (VIE) describes a volunteer as a "concerned and dedicated person who works regularly in schools or other educational settings to support the efforts of professional personnel."[5] A "typical" volunteer may be any of the following:

- Mothers of pupils, frequently the first recruits and the heart of the program.
- College students.
- Other professionals who lecture on aspects of their jobs, personal interests, and hobbies.
- Senior citizens.
- Employed personnel from business on "released time" and "donated time" programs.

- Secondary and elementary students who serve as cross-grade and peer tutors.
- Other community members.

Volunteers can be parents, non-parents, young, middle-aged or senior citizens. They all must meet these important requirements--a liking for children, a desire to help, and an ability to make a commitment of time.

VALUES OF A VOLUNTEER PROGRAM

"You can't buy what a volunteer gives," said the late James E. Allen, Jr., a former Commissioner of Education.[6] School volunteers represent a major educational resource. The kinds of services which they offer are extensive. A volunteer program can improve learning without increasing costs by:

- Assisting teachers with non-teaching tasks.
- Helping children develop more positive attitudes toward school and academic achievement.
- Giving teachers more time for professional instruction.
- Providing better understanding of school problems and stimulating widespread support for public education.
- Strengthening public relations between school and the community.
- Enriching the school program by providing human resources from the community.

H.G. Hedges of the Ontario Institute for Studies in Education concluded in a study Using Volunteers in Schools that about 21 percent of teacher time can be transferred from routine functions to the critical professional functions when using a volunteer. The amount of adult time spent with individual students more than triples when a teacher uses a volunteer.

The Institute for Development of Educational Activities, Inc. (IDEA)

in a report Expanding Volunteers in Teaching and Learning Programs, points out that volunteers can reduce student/adult ratios in classrooms. The utilization of volunteers allows teachers to be more effective with the group under instruction while giving students in other groups a source of individual help. In addition, the teacher is free to perform more diagnostic functions while volunteers help strengthen skills of selected students by using materials chosen and prescribed by the professional teacher. IDEA also reports:

▶Schools using the services of non-professional volunteers claim that teachers work more effectively.

▶Two or more adults in a room reduce discipline problems and teacher fatigue.

▶Classes run smoother with a higher degree of purposeful activity.

▶Teachers are more relaxed and, as a result, are more energetic and enthusiastic.

A significant advantage of its volunteer aide program as identified by the Salem School District is that it gives students a chance to see parents and other interested citizens involved with school activities in a helping relationship. The program makes it possible for youngsters to receive the specialized skills possessed by the aides while offering citizens a first-hand glimpse of their schools in action. Salem parents echo these feelings:

"I have a much better understanding of problems faced by teachers plus it has given me insight on how to encourage my child."

"It really helps to learn what teachers face daily in the classroom and also of the real difficulty some children have in reading."

"I feel better about what the schools and teachers are doing for us than when I first moved here two years ago and read all the publicity in the papers."

"Because I am at the school often and see what is going on I attempt to correct any misconceptions my neighbors might have."

Still another benefit of volunteerism can be found in low income schools where members of the minority community serve as volunteers. "Minority children tend to relate better to adults they know," report Carter and Dapper.

WHO GAINS?

In a carefully planned program which organizes and coordinates volunteer activity everyone gains--the school district, the teachers, the community, and most importantly, the students. What is the payoff for the volunteer? The volunteer gains by the relationship established with the children. Also new insights into problems of education and the art of teaching along with personal satisfaction when a child shows improvement are all a type of compensation. A Salem volunteer states, "I feel needed and loved by many of the students, which is the best reward." Another agrees, "It has helped me to know the different ways of teaching and to be needed in a very important way."

PINPOINTING THE PROBLEMS

As can be expected, a volunteer program inherently contains potential problem areas. The following are some of the most frequently mentioned problems and possible solutions:

◉ Dependability. Many people feel that a worker is dependable only when paid. Volunteers can be reliable too. *To help ensure dependability:*

--Make reasonable requests of the volunteer's time. A volunteer is more

likely to maintain a schedule of three hours per week for a semester than three hours per day for a year.

--Impress the importance of dependability in orientation. Have a system for volunteers to notify the school of absences and, if possible, have a substitute list.

--Make the volunteer feel appreciated when at the school.

◉Confidentiality. There is concern that the volunteer will "tell tales out of school." This was not reported to be a problem in Eugene, Portland, or Salem when volunteers attended orientation sessions. Breaches of confidentiality occasionally did occur when teachers recruited their own helpers who did not go through the formal orientation process. *To ensure confidentiality*

--Stress the importance of confidentiality in orientation.

--Exercise control of confidential files and records. Generally, these are not handled by volunteers.

--Provide legitimate outlets for the volunteer to air complaints and frustrations (principal, volunteer coordinator) so there is no felt need to take grievances to the community.

◉Disillusionment. The enthusiasm of the volunteer may wane after a time. *To counteract dissillusionment*:

--Assign volunteers to positions where they can be most effective, where there are real needs and the tasks are meaningful.

--In the beginning ask volunteers for only short term commitments in order to evaluate the volunteer's reactions as well as his/her effectiveness.

◉Amateurism. Some districts are concerned that volunteers may not act professionally, that they will be unprepared to handle children in an educationally sound way. *To counteract amateurism*:

--Conduct a communication skills workshop for volunteers. This possibly could be taught by a school counselor or a teacher particularly skilled in communication.

--In the orientation session clearly define the scope of the volunteer's role. The volunteer is not expected to be a counselor, therapist, technician or teacher.

--Role playing examples can be an effective way to help volunteers gain skills to be "non-evaluative adult friends" to children.

◉Liability. This is often a concern of school boards and administrators. In Eugene, Portland and Salem no problems were reported with liability.

To avoid liability:

--Volunteers could be covered under state accident insurance. They are registered in the schools and charged to the school accounts in Eugene. However, volunteers do not have long term disability insurance.

--Volunteers work directly under the supervision of professional, certificated personnel and are thereby covered by district liability insurance.

--The type of person who generally volunteers is usually very conscientious regarding potentially hazardous situations or conditions.

--Volunteers should be assigned tasks which do not place them or students in any jeopardy; i.e. clerical assistance, tutoring, providing resource materials.

In a survey of over 200 schools in Illinois which had volunteer programs there was not one instance in which a school district had been in litigation because of a volunteer's activities.[7] As one attorney stated the components of a high risk situation are not present in the average school volunteer program.

◉Lack of control. Teachers and administrators worry that volunteers will be unable to control students with whom they work. *To alleviate lack of control:*

--Make sure the conditions of volunteer service and limitations and expectations of the role are clearly presented in the initial interview and orientation session.

--A continuous informal evaluation process should be built into any volunteer program in order to recognize and remedy conflicts as they arise.

◉Administrative burden. Principals feel they do not have time to recruit, screen, orient, and coordinate volunteer programs. The

reluctance of principals to accept the program or interpret its merits to the faculty was mentioned by Freddie Herbert. "But," she says, "this problem tended to dissipate once the principal was shown successful use of the program in another school." *To relieve burden :*

--Have a school volunteer coordinator. In larger districts there may be a paid district volunteer coordinator. The coordinator is responsible for recruitment, selection and placement, orientation, some aspects of training, recognition, public relations, record keeping, and evaluation. This person is often a former teacher. A volunteer coordinator for each school is vital. This person coordinates these functions at the individual building. The school coordinator is usually an experienced volunteer who is active in the parent organization or the community. In smaller districts the building volunteer coordinator would assume the responsibilities of a district coordinator and work directly with the building administrator.

◉Threat to teachers. The volunteer can be a threat if viewed as a replacement for professional staff. Teachers may be afraid that volunteers in the classroom would be inappropriately evaluating and judging instructional performance and that supervision of volunteers would only add to an already over-loaded schedule. The American Federation of Teachers stands firm in the belief that volunteers must not infringe on the role of teachers. This policy statement was issued in 1967:

> There is a place for lay volunteer assistance within the school setting...(but) the use of volunteers must be restricted to those activities approved by the teacher, and under no circumstance must a teacher be forced to use or supervise a lay person...the direction, control, and responsibility for the educational process must rest firmly with the teacher.

To alleviate threat to teachers :

--A volunteer should never be imposed on a teacher.

--Some teachers are less threatened after they witness the advantages and benefits their colleagues are receiving from volunteer aid.

--There should also be training for teachers to:

- Help them articulate specific instructions to direct volunteers and to obtain necessary materials for tasks volunteers will be doing.
- Understand the goals of the program.

--Do not recruit volunteers to replace paid staff or merely to save dollars. This statement should be a part of district policy on volunteer programs.

◉Recruitment. Recruitment of qualified volunteers has become a greater problem in recent years. The volunteer pool is decreasing. Parent groups are smaller. There have been increases in the number of working mothers, and there is much competition from community agencies and groups of all kinds seeking to attract volunteer help. With rising transportation costs people are volunteering closer to home or are simply staying home.

It is particularly difficult to recruit volunteers in low economic areas where they are often most needed. Recruitment will be discussed at greater length later in this *Bulletin*. However, in areas where standard recruitment techniques have not been productive these methods have been employed *To assure adequate recruitment:*

--Recruitment techniques have become more aggressive. In some districts parents have conducted a door-to-door canvass and spent several hours persuading individuals of the school's needs.

--Colleges, universities, community and junior colleges, churches, and social organizations become primary sources when the community doesn't seem to respond.

--In one situation the staff wrote up short job descriptions of tasks volunteers would perform. This reassured the timid volunteer that the tasks were not overwhelming, and that s/he was capable of performing the job.

--Sometimes parent advisory councils have called each parent in the school to explain the volunteer program and its needs.

◉Volunteer expectations. Volunteers sometimes expect special treatment or extra considerations for themselves or their children or

are motivated to volunteer for strictly personal gain. *Incorrect expectations can be avoided by the following methods :*

--The school develops a clear policy on whether or not a parent volunteer can work in his/her own child's classroom.

--The screening process is taken seriously. Volunteer coordinators or principals conduct candid interviews before placing volunteers.

--The subject is frankly discussed during orientation and it is clearly stated what the rewards for volunteer service are and are not.

And so...

One volunteer coordinator pointed out a prevalent teacher attitude which summarizes the problems of volunteerism: If volunteers come to help, they are welcome; if they come to criticize or make more work, we want no part of it. Such attitudes are the result of teachers being promised help in the past that did not materialize as such.

It appears, however, that the commonly mentioned *problems can be overcome or avoided by careful planning, good coordination, effective training of both volunteers and staff, periodic evaluations, and recognition of volunteer efforts.*

HOW TO SET UP A VOLUNTEER PROGRAM

PLANNING, PLANNING, PLANNING!

The first rule---Locate needs. Any program that is established with the primary motive of getting people into the schools for strictly public relations purposes is on dangerous ground. Specific needs for volunteers must be identified and persons recruited to fulfill these needs. Other needs to be considered are:

- Information needs.

- Materials and supplies needs.
- Volunteer training needs.
- Staff orientation needs.
- A second rule of the road---Clearly define the roles of the teachers, paid aides, and volunteers. This prepares the way for rule three---Stake out bounds to avoid conflicts of interest and responsibilities.

Districts with the most successful programs appear to be following advice which appeared in the How to Do Handbook for Volunteers in Education. "The full potential of volunteer service can be achieved only by carefully planned programs which organize and coordinate volunteer activity."

Procedural steps

1. Determine needs.
2. Prepare objectives.
3. Identify resources (material, financial, human).
4. Design program.

   Obtain administrative approval.

   Identify services to be performed.

   Prepare personnel practices guidelines for volunteers in conjunction with district policy.

   Draw up budget; secure necessary funds.

   Outline duties and functions of leadership positions.

   Select coordinator and other needed staff.

   Establish criteria, method for recruitment.

   Plan for orientation.

   Develop plan to sell the program to the public.
5. Recruit volunteers.

6. Re-examine plan.

7. Allocate resources.

8. Assign volunteers.

9. Begin program and supervision.

10. Report progress.

11. Evaluate.

Coordination--Who is responsible?

A formalized system to coordinate the volunteer program is a must. Haphazard programs are not effective. Freddie Herbert (Portland) advises:

> It is imperative that each school have a volunteer building coordinator to act as liaison between professional staff of the school and the volunteers in the school. His/her qualifications should include the ability to effectively delegate responsibility, explain "why" of jobs, make decisions, generate teamwork and loyality...A good volunteer coordinator, who learns his/her responsibilities through attending workshops and orientation, can make the difference in a good, not mediocre, use of volunteers. Volunteers were meant to relieve teachers and principals from non-essential work and using principals, administrative assistants, special education personnel to coordinate a volunteer program in your school is missing the point. They can and should serve as "staff coordinator" working closely with the volunteer coordinator. Good people, willing to serve in the volunteer coordinator position, are out there just waiting to be asked.

Duties of the volunteer coordinator

The volunteer coordinator might perform such tasks as:

- ▷Serve as liaison between the district and the community.
- ▷Coordinate recruitment efforts.
- ▷Help to plan and lead training and orientation.
- ▷Send, review applications.
- ▷Place volunteers

▷Keep track of assignments.

▷Distribute any printed forms, materials.

▷Keep accounts on expenditures.

Costs

Costs of a volunteer program may include: any paid staff--professional or clerical, office supplies, equipment, telephone service, preparation and reproduction of materials, postage, and recruitment costs.

Coordination with staff

It is important to assign a person to work directly with the professional staff and the volunteer coordinator. This could be an administrator or a teacher. The staff coordinator might assume the following responsibilities:

- Acquaint staff with volunteer program.
- Conduct training session for staff.
- Introduce volunteers to staff.
- Secure names of teachers who want assistance and determine the type of assistance desired.
- Provide information about the individual needs of pupils.
- Assign and schedule volunteers with volunteer coordinator.
- Determine work space for volunteers.
- Provide materials and storage place for volunteers and staff.
- Help conduct in-service for volunteers.
- Arrange periodic conferences between volunteers and staff.

Make clear who's captain

In order to facilitate a smooth working relationship, both staff and volunteer should agree that:

--The principal has the basic responsibility for the total volunteer program of the school.

--A volunteer works under the direction and supervision of a teacher or other professional staff member.

--The teacher is responsible for the content and technique of instruction.

--The teacher is responsible for maintaining classroom control even though there may be other adults in the room.

--A volunteer supplies supportive services and will not be used as a substitute for a professional staff member.

--Evaluation of a volunteer's work will be confidential.

What Volunteers Do

The types of services volunteers can provide are restricted only by the ingenuity of the administrator or teacher and whatever district guidelines may exist. In general, volunteers are placed in one of three service categories.

1. On-Going Volunteer Programs. These volunteers have elected to work in the school on a continuing basis at a regularly scheduled time.

2. Special Volunteer Projects. These volunteers are recruited on an emergency or special need basis to accomplish given tasks in a limited time frame. They may be asked to assist with activities such as a newsletter mailing, bake sales, special school programs, or field trips.

3. Community Resources Volunteers. These volunteers are on call to fill requests for their special presentations. These may be single lecture/demonstrations or mini-courses about the volunteer's hobby, special interest, or profession.

For a list of particular activities which have involved volunteers in Eugene, Portland, and Salem see Appendix one.

Volunteers enrich instructional programs -- Salem Volunteer Resource Center

A unique aspect of the Salem Volunteer Program is the Volunteer Resource Center located in Bush School. Here more than 550 instructional aids are on display. Teachers select teaching aids they would like reproduced and volunteers construct them. Marge Irving, Coordinator of Volunteer Services, is a certified teacher who helps prescribe activities. A graphic artist is employed half time to make the games as prescribed by Ms. Irving or by teachers. Parents are invited to visit the center and make learning aids for use at home as well as in the classroom. In addition to learning games, interest center and bulletin board ideas are available.

If you have talents, share them

The Eugene Volunteer Program has enlisted the aid of service organizations such as the Junior League and the Assistance League of Eugene who sponsor programs on drug awareness and hire professional artists and musicians to present programs for elementary students.

Students serving students

High school and elementary students serve an important function in the Eugene Volunteer Program. They assist other students in cross-grade or peer tutoring arrangements.

Recruitment of volunteers

According to Carter and Dapper: (School Volunteers: What They Do/How They Do It)

> The chief essential for attracting and keeping volunteers is a good program. If the program is not well thought-out and well-organized, if the training is not well designed and continuing, if volunteers are not given work that makes sense and shows results, then all the recruiting efforts in the world won't attract and hold the kind of people you need.

> On the other hand, if you have a great program but fail to let the community know about it, getting and keeping volunteers will be almost as difficult as if the program were poor. Attracting people to work and encouraging volunteers to stay on the job should be part and parcel of the program's internal and external public relations efforts.

Freddie Herbert (Portland) recommends:

> The volunteer should be made to feel that s/he is urgently needed for a particular, important job. S/he should be convinced that his/her skills will be put to constructive use in the schools. The volunteer should know that s/he will receive all necessary help and support from the professional staff and from the school coordinator. S/he should be made aware that every opportunity for his/her own personal growth and the assumption of responsibility will be provided. Last but not least, s/he should be welcomed as a part of the shool-home-community team all dedicated to working together to provide better education for all children.

HOW TO PROMOTE VOLUNTEERISM

There are many ways to get the message to the public. The following are some of the most productive:

--Ads, articles, and feature articles in newspapers.

--Articles in school newspapers and newsletters that go to all registered voters.

--Posters, bumper stickers, brochures.

--Talks at civic groups, service organizations, parent groups, senior citizens groups, medical auxiliaries.

--Contacts with colleges, universities, junior and community colleges.

--Direct mailings to target groups.

Recruitment in low income areas

Almost every program needs more minority volunteers. Minority persons are sometimes reluctant to volunteer because of limited education or fear of unfamiliar situations. Some even feel hostility toward schools. The minority population can become a target group for recruitment efforts. It is important to convince these people that they are needed and that they can do the job. Some volunteer coordinators have invited minority parents

to neighborhood coffees and gone to churches and organizations in the minority community to speak with potential volunteers.

Involve the business community

Many companies have provided social service leaves, released employees for a specified number of hours for volunteer work, and/or granted money or materials to school projects in which employees are involved. In Dallas, Texas, an "Adopt-a-School" program was developed which injected volunteerism into school districts via affiliation with other organizations in the community.

Involve senior citizens

An important reserve of talent is present in every community in the ranks of senior citizens. Often these people enjoy the contact with children and many of them have ample supply of a valuable resource--time. Successful grandparent programs have been established in a number of school districts.

PLACEMENT AND ORIENTATION

Placement of volunteers

What motivates a volunteer? People volunteer for many reasons. Some of these may be:

- Service to the community.
- Need to be needed.
- Service to their child's school program.
- Need to combat monotony, desire for expansion of interest and activities.
- Need to volunteer because others volunteer (conform to school norms).
- Need for social interaction.

An analysis of motives can determine an individual's value to a program. Expressed motives may not be real motives--the real motives are often hard

to distinguish. Experienced volunteer coordinators emphasize that a careful screening process should be used to weed out the minority whose unexpressed motives make them unsuitable.

The volunteer should be placed in the most suitable position according to his/her time, talents, and location. As transportation costs increase, placing volunteers in positions close to home is an important consideration. It should be emphasized again that a volunteer is placed only where there is a request by a teacher for services. It is often a difficult task to match the talents and interests of volunteers to specific teacher requests.

Orientation of volunteers

Once a school has identified its needs, designed a program to meet these needs, and recruited people to serve, the school must prepare the volunteers to do their jobs. In general, the initial orientation session should provide the volunteer with not only appropriate information and skills but also motivation and confidence which are vital to success. Included should be information about school procedures as well as the rights and responsibilities of volunteers and staff. Appendix two is an example of an orientation procedure.

A printed volunteer handbook which reiterates the expectations and procedures outlined in the orientation session is an excellent aid. These need not be elaborate nor expensive and can be school-produced.

Staff orientation

Most teacher training institutions adequately prepare students to be classroom teachers and educational specialists. They graduate certificated professionals with backgroud in both subject matter and teaching methods.

Yet most schools of education do little to train potential teachers for effective management. All teachers are at some time or another involved in managing the work of others. Some do this quite naturally and very well. Others are ill-equipped and insecure in the role.

Management of volunteers is a new concept for many teachers. Consequently, for the working relationship between staff and volunteers to be satisfactory, some attention must be given to preparing the teachers for volunteer usage.

Before the program begins, both staff and volunteers must accept guidelines and boundaries of their respective roles. In addition, matters of policy should be considered. Such things as where the volunteer may park a car, what lounges and building areas are available to the volunteer should be clarified. For a list of responsibilities assumed by teachers and principals in a volunteer program see Appendices three and four.

EVALUATE

It would be irresponsible to operate a program without a comprehensive evaluation. All aspects of the program should be reviewed at the end of each school year. Evaluation procedures should be established at the school and district level. Eugene, Portland, and Salem distribute questionnaires to persons involved in the volunteer program--professional staff and volunteers. There are important questions which should be examined when the year concludes. For example:

How has the academic achievement of students been affected by the volunteer program?

What new resources are available now that were not available last year?

What new needs exist that should be served in the coming year?

What changes in the school or community might affect the program design next year?

How many teachers have requested volunteer service?

How many volunteers have signed up for next year?

It is obvious that the best public relations tool is a good program. Only through formalized evaluation can weaknesses be located and the program improved.

Why do volunteers drop out?

The following may be reasons:

--Poor placement.

--Lack of supervision.

--No guarantee that the volunteer's participation would be effective.

--Long range potential wasn't utilized.

--Opportunities for personal growth were curtailed.

--Time, talent, and skills were not used in a meaningful way.

--Job ladders were not encouraged. A volunteer who has done an excellent job should be given an opportunity to move up--to become perhaps, a volunteer coordinator.

--Need or desire to obtain a paid position.

Of course, the school cannot control an economic situation which requires a volunteer to seek a paying job. However, many good para-professionals have come from volunteer ranks. Volunteers provide a trained cadre of teacher aids for school districts to hire.

A PAT ON THE BACK

The best way to retain volunteers is to give recognition and show appreciation. This is done formally in a variety of ways. Eugene sends letters of appreciation from the superintendent. Salem honors volunteers at school coffees and presents certificates of appreciation. Portland additionally presents an award plaque to the outstanding volunteer from each of the three district areas. For more ways to recognize volunteers see Appendix seven. *The important thing is to show the volunteer that you care!*

The school volunteer is an important resource for the schools of America. The volunteer is a person who offers the resources of his/her time, energy, and skills to be used fully in the educational process. Stamina, time, and personal sacrifice are required for the school volunteer. To quote Erma Bombeck (Field Newspaper Syndicate, September 16, 1979),

> "In your infinite mercy, take a school volunteer to
> lunch this week...Not in the school cafeteria,
> for crying out loud!"

Appendix 1

Some Services Provided by School Volunteers

Eugene, Portland, Salem

Library Aide
Math Tutor
Reading Tutor
Gave Reading Tests
Gave Spelling Tests
Art Studio Aide
First Grade Orientation
Constructed Games in Resource Center
Reading Center Aide
Corrected Papers
Inventoried Art Room
Creative Playtime--Preschoolers
Laminated Pictures, Games
Made Bean Sticks for Math
Organized Home Coffees for Principal
Assisted Creative Writing
Assisted with Phonic Skills
Field Day
Taught Quilt Making
Playground Patrol
Sold T-Shirts

Typing
Hall Monitors
Tutored Foreign Speaking Students in English
Enrichment Activities
Sewed Costumes for Drama
Cursive Writing Aide
Supervised Skating Program
Room Mother
Health Check
Pancake Feed For Fund-raising
Special Enrichment Projects
Helped with Seat Work
Checked Workbooks
Transported Choir Students
Lunch Period Assistance
Individual Testing
Recorded Grades
Arts and Crafts Projects
Prepared for Art Activities
Field Trip Supervision
Assisted Plus-4 Reading Program
Served Breakfast in Cafeteria
Worked at School Carnival
Made Puppets
Told Stories
Assisted Distar Reading--2nd Grade
Bulletin Boards
Clerical Aid
Taught After School Mini-class

Assembled materials
Assisted with Registration

Appendix 2

ORIENTATION PROCEDURE
(from Portland Volunteer Handbook)

The items below are to serve as a guide to information and procedures that should be presented to all school volunteers

A. BECOMING ACQUAINTED

1. Welcome by School Principal (written or oral)
2. Background of Volunteer Program (aims and objectives, policies and procedures; services; job satisfaction).
3. Tour of School Plant (refer to School Map)

   Traffic Patterns, Entrances, Exits
   Lavatory Location (Children and Adults)
   Supply Rooms
   Work Rooms
   Eating Facilities
   Parking Facilities
   Smoking Facilities

4. Classroom Observations
5. Ethics for School Volunteers
6. School Calendar
7. School roster - teachers, grade and rooms (if available)
8. What to do in case of Emergency or Accident
9. Report any personal injury to coordinator and/or office (School and Volunteer Program Office)
10. Sign-in sheet
11. Emphasize confidentiality, professional attitude, and responsibility.

B. PERSONAL RESPONSIBILITIES

1. Absences (Procedures to follow)
2. Checking In and Out (Time Sheet)
3. Reading Posted Bulletins
4. Proper Dress and Grooming (no curlers etc.)
5. Use of School Equipment

C. SCHOOL POLICIES

1. Regular and Minimum Day Schedules (School closed)
2. Discipline (Whose responsibility)
3. Releasing children to adults
4. Visitors
5. Children leaving classroom
6. Teacher leaving classroom
7. Use of school phone
8. Books sent home
9. Notes, letters sent home
10. Emergency calls during school hours
11. Lost and Found
12. Anything else pertaining to your school that a volunteer should know.

Appendix 3

(from Volunteer Management Systems)
Columbus Public Schools
Columbus, Ohio

RESPONSIBILITIES ASSUMED BY THE TEACHER IN THE VOLUNTEER PROGRAMS

1. Planning classroom procedures.
   Familiarize volunteer with classroom facilities, work areas, reading tables, record and book supply storage areas, student storage areas.
   Provide class members' name list including chart currently in use.
   Familiarize volunteer with classroom instructions, procedures, including teacher's basic educational philosophy.
   Familiarize volunteer with classroom break procedures (recess, rest room procedures.)
   Introduce volunteer to teachers in rooms near the classroom the volunteer serves.
   Discuss teacher-volunteer expectations concerning volunteer services.
   Discuss with volunteer confidentiality of students' records.
   Issue testbooks or materials needed by volunteer.
   Provide opportunity for volunteer to observe teacher and students.
   Discuss training necessary for volunteer to effectively complete assigned tasks.
   Itemize training to be provided by teacher.

2. Planning One-to-One Help.
   Select student(s) who desire and need extra help. (The amount of time devoted to each child is left up to the classroom teacher.)
   Check out textbook to the volunteer.
   Accompany student to the initial session with the volunteer and provide specific plan of pages and materials to be covered.
   Try to keep help on a one-to-one basis unless arrangements can be made with the volunteer.
   Be prompt with materials. Be sure volunteer has materials in advance to adequately prepare for session.
   Be willing to guide and help the volunteer if problems arise.

3. Planning for volunteer general classroom assistance.
   Have materials and specific accompanying directions ready for volunteer.
   Volunteers should have access to a typewriter and, if qualified to operate one, to the ditto machine.
   Try to make clerical type duties meaningful. Avoid assigning volunteer busy work.

4. The teacher's role in supervision.
   Plan some time for volunteer/teacher pre-planning:
      Allocate twenty minutes before or after classroom service for planning.
      Initiate telephone planning sessions at the convenience of both teacher and volunteer.
      Supply instruction feedback forms, if necessary, for volunteer working with individual or small group tutoring activities.
   Plan some time for periodic volunteer evaluation. Commend volunteer for competencies, encourage volunteer to engage in activities that could foster growth. When available provide volunteer with materials which may help him/her become a more able assistant.

5. The teacher's role in evaluation.
   An evaluation form will be provided to be forwarded at the end of each year (this evaluation form can be utilized personally for periodic volunteer evaluation).
   Any problems occurring during the year should be immediately referred to the building staff coordinator.

6. The teacher's role in recognition.
   Participation in any planned building recognition.
   Periodic personal recognition of volunteer including student remembrances and verbal "thank you's."

Appendix 4

GUIDELINES FOR PRINCIPALS

(from Volunteers in Portland Schools)

1. The success of a volunteer program in a school depends upon:

   a. The Principal's conviction that it will be beneficial for his/her pupils.
   b. The teacher's desire and ability to use a volunteer aide effectively.

2. A volunteer should be assigned only to those staff members who have requested one.

3. Before a request for volunteers is made, the matter should be discussed by the principal, interested teachers, and the school volunteer coordinators.

4. The principal should be reasonably sure that a teacher can make effective use of a volunteer before making a request for one. Provide teacher training in the use of volunteer help.

5. A volunteer in the classroom will be supervised by the contracting teacher, principal or other person so designated.

6. The teacher must be responsible for the content and techniques of instruction.

7. Before a volunteer begins his/her duties, it must be thoroughly understood that:

   a. a volunteer works under the direct instruction and supervision of the contracted teacher.

   b. a volunteer's duties must not encroach on the professional duties of the teacher or any other staff member.

8. A volunteer must never be used as a substitute for a teacher or any staff member for even part of a day.

9. The school volunteer coordinator should be invited to staff meetings from time to time to share information on the volunteer program and also to receive comments and suggestions from principal and participating teachers.

10. Time and place provided for volunteers to meet once a month.
    (Coffee hour to share problems with each other, volunteer coordinator and principal.)

Appendix 5

ETHICS FOR SCHOOL VOLUNTEERS

(from Portland VIPS Program)

1. Become familiar with all pertinent school rules and policies, and try to obey them and interpret them positively to parents or the public.

2. Make any suggestions or criticism of school practices or programs to the responsible leadership.

3. Remember the importance of consistency in working with young children.

4. Remember the necessity for a unified approach to children by the several adults who work with them.

5. Remember to restore communication after any breakdowns or disciplinary action.

6. Watch for and report to the professional staff, any special difficulties or needs, as well as strengths of individuals.

7. Remember to set reasonable limits to behavior and to enforce them humanely.

8. Try to explain in a relativistic way, alternatives to undesired behavior.

9. Avoid all judgmental explanations such as lazy, stupid, indolent or dull. Try to describe behavior objectively and analytically.

10. Try to be honest in your responses to children, show genuine feeling, and while rejecting inappropriate behavior, accept all children.

11. Avoid any snap judgments of "lay analysis" or your students; recognize the complexity of human behavior.

12. Remember that the identical behavior can have quite diverse sources, sometimes developmental, sometimes cultural.

13. Remember the advantages of "talking things out" with a student who has problems.

14. Avoid all public humiliation or shaming which can destroy the social gain of students.

15. Remember that students who want attention deserve it; often there are ways to give students positive attention.

16. Remember that all behavior is functional, fulfilling some need, not the random expression of deviltry.

17. Avoid cliques, work cooperatively with all professionals, and do not permit yourself to criticize any.

18. Be as professionally discreet as possible; never publicly discuss children, parents, or professionals.

19. Above all, demonstrate faith, patience and persistence.

Appendix 6

A BILL OF RIGHTS FOR VOLUNTEERS----AND A CODE OF RESPONSIBILITY*

Every Volunteer has:

1. The right to be treated as a co-worker
   ...not just free help
   ...not as a prima donna

2. The right to a suitable assignment
   ...with consideration for personal preference, temperament, life experience, education, and employment background.

3. The right to know as much about the organization as possible
   ...its policies
   ...its people
   ...its programs

4. The right to training for the job
   ...thoughtfully planned and effectively presented training.

5. The right to sound guidance and direction
   ...as a follow-up to initial training
   ...information about new developments
   ...training for greater responsibility

6. The right to sound guidance and direction
   ...by someone who is experienced, well-informed, patient, and thoughtful
   ...and who has the time to invest in giving guidance

7. The right to a place to work
   ...an orderly, designated place
   ...conducive to work
   ...and worthy of the job to be done

8. The right to promotion and a variety of experience
   ...through advancement to assignments of more responsibility
   ...through transfer from one activity to another

9. The right to be heard
   ...to have a part in planning
   ...to feel free to make suggestions
   ...to have respect shown for an honest opinion

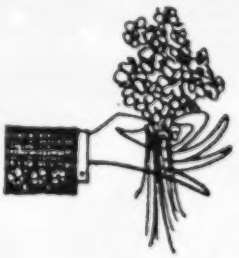
10. The right to recognition
    ...in the form of promotion
    ...and awards
    ...through day-by-day expressions of appreciation
    ...and by being treated as a bona fide co-worker

*Reprinted by permission of the Office of Volunteers, American National Red Cross

Appendix 7

101 Ways to Give Recognition to Volunteers

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.
21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a real person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile.



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Resources

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